
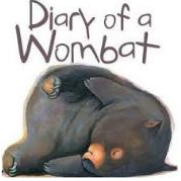
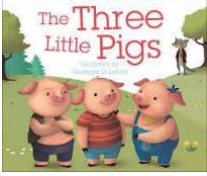







Year 1 Writing Long Term Overview

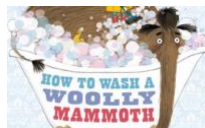
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	<p>(T4W) The Tiger Who Came To Tea – 4 weeks</p> 	<p>Diary of a Wombat - 3 weeks</p> 	<p>(T4W) <u>The Three Little Pigs</u> 3 weeks</p> 	<p>Excitable Edgar - 2 weeks</p> 
	<p><u>Most Useful Grammar</u></p> <p>Can leave space between words.</p>	<p><u>Most Useful Grammar</u></p> <p>Can begin to punctuate sentences using capital letters and full stops.</p> <p>Can join words and clauses using and.</p>	<p><u>Most Useful Grammar</u></p> <p>Can use a capital letter for names of people.</p> <p>Can join words and clauses using 'and'.</p>	<p><u>Most Useful Grammar</u></p> <p>Can use a capital letter for names of people.</p> <p>Can join words and clauses using 'and'.</p>
	<p><u>Key vocabulary</u></p> <p>guest, invite, tea party, tiger, food, café, milkman, friendly</p>	<p><u>Key vocabulary</u></p> <p>Diary, delicious, paws, perfect, scratch, demand, boring, creature</p>	<p><u>Key Vocabulary</u></p> <p>brick, straw, house, sticks, once upon a time, chimney, wolf, family</p>	<p><u>Key Vocabulary</u></p> <p>Excited, adorable, dragon, fiery, Christmas, winter, village, embarrassed</p>
	<p><u>Intended Knowledge – Composition</u></p> <p>Can write from memory simple sentences dictated by the teacher.</p> <p>Can say out loud what they are going to write about.</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can sequence sentences to form short narratives.</p> <p>Can compose a sentence orally before writing it.</p> <p>Can use the personal pronoun I</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can say out loud what I am going to write about.</p> <p>Can sequence sentences to form a short narrative.</p> <p>Can re-read what has been written to check it makes sense.</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can say out loud what I am going to write about.</p> <p>Can sequence sentences to form a short narrative.</p>
	<p><u>Writing Outcomes</u></p> <p>Narrative – Writing a short story</p> 	<p><u>Writing Outcomes</u></p> <p>Diary</p> 	<p><u>Writing Outcomes</u></p> <p>A traditional Tale</p> 	<p><u>Writing Outcomes</u></p> <p>Character Description</p> 

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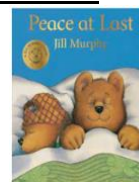
The Koala who could– 4 weeks



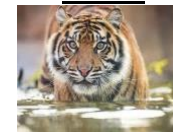
(T4W) How to wash a woolly mammoth – 2 weeks



Peace at Last – 2 weeks



Animal Non-chronological – 3 weeks



Most Useful Grammar

Can leave spaces between words
 Can join words and clauses using 'and'
 Can begin to punctuate sentences using a question mark

Most Useful Grammar

Can punctuate sentences using a capital letter and a full stop.

Most Useful Grammar

Can begin to punctuate using an exclamation mark, full stop and capital letter.
 Can use the personal pronoun 'I'.
 Can leave spaces between words

Most Useful Grammar

Can leave spaces between words
 Can begin to punctuate using a question mark, full stop and capital letter.
 Can join words and clauses using and.
 Can use a capital letter for places.

Key vocabulary

Koala, dingo, fur, grey. Wombat, Australia, eucalyptus, claws

Key vocabulary

Mammoth, woolly, notoriously tricky, thirsty, broom, tickly, snuggle

Key vocabulary

Poem, poet, rhyme, repeat, verse, perform, voice, loud

Key vocabulary

appearance, caption, fact, diet, habitat, title, information,

Intended Knowledge - Composition

Can re-read what I have written to check that it makes sense.

Intended Knowledge – Composition

Can compose a sentence orally before writing it.
 Can discuss what I have written with a teacher.
 Can sequence sentences to form short narratives.
 Can discuss what they have written with the teacher or other pupils.

Intended Knowledge – Composition

Can read aloud their writing clearly enough to be heard by their peers and the teacher.
 Saying out loud what they are going to write about

Intended Knowledge – Composition

Can say out loud what I am going to write about.
 Can discuss what they have written with the teacher or pupils.
 Can read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing Outcomes

Character Description



Writing Outcomes

Instructions



Writing Outcomes

Poem

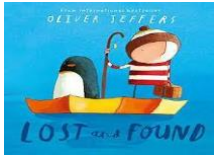


Writing Outcomes

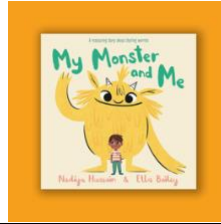
Non-chronological report: Tigers



Lost and Found – 3 weeks



My Monster and Me – 2 weeks



We're all Wonders – 3 weeks



Most Useful Grammar

Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Can use a capital letter for the personal pronoun 'I'.

Most Useful Grammar

Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Can use a capital letter for the personal pronoun 'I'.

Can leave spaces between words.

Most Useful Grammar

Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Can use a capital letter for the personal pronoun 'I'.

Can leave spaces between words.

Can join words and clauses using and.

Key vocabulary

penguin, harbour, office, disappointed, rowboat, discover, mistake, lonely,

Key vocabulary

Monster, arrived, huge, gigantic, scary, bossier, budge, suddenly

Key vocabulary

Ordinary, different, unique, wonder, stare, agree, helmet, clouds

Intended Knowledge – Composition

Can compose a sentence orally before writing it.

Can re-read what they have written to check that it makes sense.

Can read aloud their writing clearly enough to be heard by their peers and the teacher.

Intended Knowledge – Composition

Can sequencing sentences to form short narratives.

Can discuss what they have written with the teacher or other pupils.

Intended Knowledge – Composition

Can say out loud what they are going to write about.

Can re-read what has been written to check it makes sense.

Can compose a sentence orally before writing it.

Writing Outcomes

Write a letter to the penguin.



Writing Outcomes

Write a set of instructions (How to look after a monster)













Writing Outcomes




Recount









Autumn Term

<p>(T4W) Meerkat Mail – 4</p> 	<p>Classic Poetry – 2</p> 	<p>(T4W) Africa Report – 2</p> 	<p>Way Home For Wolf – 3</p> 	<p>The Dragon Machine – 3</p> 
<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most Useful Grammar</u></p> <p>Can use both familiar and new punctuation correctly, including question marks</p> <p>Can use expanded noun phrases to describe and specify</p>	<p><u>Most Useful Grammar</u></p> <p>Can write sentences with different forms: statement, question, exclamation, command.</p> <p>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Can use expanded noun phrases to describe and specify</p>
<p><u>Key Vocabulary</u></p> <p>journey, chronological, letter, Africa, family, belong, safe, meerkat</p>	<p><u>Key Vocabulary</u></p> <p>verse, couplet, rhyme, classic, line, pattern, poet, stanza</p>	<p><u>Key Vocabulary</u></p> <p>landscape, continent, climate, report, endless, savannah, population, agriculture</p>	<p><u>Key Vocabulary</u></p> <p>elder, tundra, twilight, lost, brave, determination, friendship, vowed</p>	<p><u>Key Vocabulary</u></p> <p>Childhood, enchanting, loneliness, machine, legend, creature, description, illustration</p>
<p><u>Intended Knowledge – Composition</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p>Can plan or say out loud what they are going to write about</p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can write poetry</p> <p>Can plan or say out loud what they are going to write about</p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can be able to plan or say out loud what they are going to write about.</p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence.</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can write narratives about personal experiences and those of others (fictional)</p> <p>Can plan or say out loud what they are going to write about</p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can write down ideas, sentence by sentence, encapsulating what they want to say.</p> <p>Can write down ideas and/or key words, including new vocabulary.</p> <p>Can plan or say out loud what they are going to write about.</p> <p>Can write for different purposes.</p> <p>Can evaluate their writing with the teacher and other pupils.</p> <p>Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>
<p><u>Writing Outcomes</u></p> <p>Narrative – Journey Story</p> 	<p><u>Writing Outcomes</u></p> <p>Poem</p> 	<p><u>Writing Outcomes</u></p> <p>Non-Chronological Report</p> 	<p><u>Writing Outcomes</u></p> <p>Report, character description</p> 	<p><u>Writing Outcomes</u></p> <p>Character Description, Letter</p> 

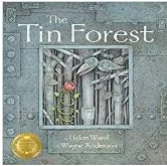





Spring Term



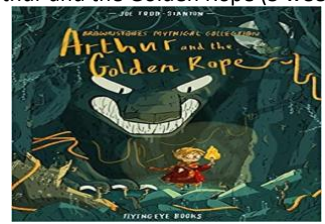




<p style="text-align: center;">The Great Fire of London – 3</p> 	<p style="text-align: center;">Paddington– 3</p> 	<p style="text-align: center;">Traction Man –3</p> 	<p style="text-align: center;">Proudest Blue - 2</p> 
<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Can use sentences with different forms: statement, question, exclamation, command</p>	<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Can use sentences with different forms: statement, question, exclamation, command</p>
<p><u>Key Vocabulary</u></p> <p>crowded, ember, thatched, devastation, bustling, touristy, city, landmark</p>	<p><u>Key Vocabulary</u></p> <p>Journey, belong, adventure, voyage, retired, stowaway, luggage, label</p>	<p><u>Key Vocabulary</u></p> <p>captive, outfit, imagination, rejoice, suit, battle, combat, adventure</p>	<p><u>Key Vocabulary</u></p> <p>Proud, hijab, curtsy, squint, pounding, whisper, cartwheel, princess</p>
<p><u>Intended Knowledge – Composition</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p>Can write about real events.</p> <p>Can write down ideas, sentence by sentence, encapsulating what they want to say.</p> <p>Can write down ideas and/or key words, including new vocabulary.</p> <p>Can plan or say out loud what they are going to write about.</p> <p>Can write for different purposes.</p> <p>Can evaluate their writing with the teacher and other pupils.</p> <p>Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p><i>Can plan or say out loud what they are going to write about</i></p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation</p> <p>Can read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p><i>Can plan or say out loud what they are going to write about</i></p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p>Can write down ideas, sentence by sentence, encapsulating what they want to say.</p> <p>Can write down ideas and/or key words, including new vocabulary.</p> <p>Can plan or say out loud what they are going to write about.</p> <p>Can write for different purposes.</p> <p>Can evaluate their writing with the teacher and other pupils.</p> <p>Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>
<p><u>Writing Outcomes</u></p> <p>Diary entry, postcard, warning poster, guide to Fire of London</p> 	<p><u>Writing Outcomes</u></p> <p>Character description / Narrative Letter</p> 	<p><u>Writing Outcomes</u></p> <p>Narrative – Adventure Story</p> 	<p><u>Writing Outcomes</u></p> <p>Diary entry, fact file</p> 

Summer Term – To include SATS

<div style="text-align: center;">  <p>The Last Wolf – 3</p>  </div>	<div style="text-align: center;">  <p>The Bear and the Piano – 3</p> </div>	<div style="text-align: center;">  <p>The Storm Whale – 3 weeks</p> </div>
<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Can use sentences with different forms: statement, question, exclamation, command</p>	<p><u>Most Useful Grammar</u></p> <p>Can use sentences with different forms: statement, question, exclamation, command</p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most Useful Grammar</u></p> <p>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Can use sentences with different forms: statement, question, exclamation, command</p>
<p><u>Key Vocabulary</u> flung, supplies, stalking, lurked, bracken, wandered, grazing, endless, awash</p>	<p><u>Key Vocabulary</u> grizzly, admiration, bounded, passion, clearing, melody, theatre, stubby</p>	<p><u>Key Vocabulary</u> Raged, shore, sneak, vast, pelting, disbelief, fierce, storm</p>
<p><u>Intended Knowledge – Composition</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p>Can write about real events.</p> <p>Can plan or say out loud what they are going to write about</p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation</p> <p>Can read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p>Can write for different purposes.</p> <p>Can plan or say out loud what they are going to write about.</p> <p>Can write down ideas, sentence by sentence, encapsulating what they want to say.</p> <p>Can write down ideas and/or key words, including new vocabulary.</p> <p>Can evaluate their writing with the teacher and other pupils.</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p><u>Intended Knowledge – Composition</u></p> <p>Can write down ideas, sentence by sentence, encapsulating what they want to say.</p> <p>Can write down ideas and/or key words, including new vocabulary.</p> <p>Can plan or say out loud what they are going to write about.</p> <p>Can write for different purposes.</p> <p>Can evaluate their writing with the teacher and other pupils.</p> <p>Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>
<p><u>Writing Outcomes</u></p> <p>Recount, Narrative</p> <div style="text-align: center;">  </div>	<p><u>Writing Outcomes</u></p> <p>Narrative</p> <div style="text-align: center;">  </div>	<p><u>Writing Outcomes</u></p> <p>Fact File, Documentary script</p> <div style="text-align: center;">  </div>

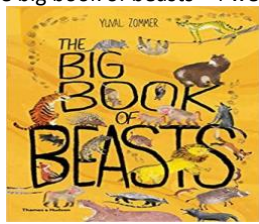
Year 3 Writing Long Term Overview

A u t u m n	The Tin Forest – 4 weeks 	The Worst Witch – 2 weeks 	The Polar Express – 3 weeks 	
	<p>Most Useful Grammar – Can use conjunctions, adverbs and prepositions to express time and cause</p> <p>Can extend the range of sentences with more than one clause by using: when, if, because, although.</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Most Useful Grammar Can use conjunctions, adverbs and prepositions to express time and cause</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using fronted adverbials</p> <p>Using commas after fronted adverbials</p>	<p>Most Useful Grammar</p> <p>Can indicate possession by using possessive apostrophes with plural nouns.</p> <p>Can use and punctuate direct speech</p> <p>Can use fronted adverbials</p> <p>Can use commas after fronted adverbials</p>	
	<p>Intended Knowledge – Composition Can plan their writing:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Can draft and write:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proofread for spelling and punctuation errors 	<p>Intended Knowledge – Composition Can plan their writing:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Can draft and write:</p> <ul style="list-style-type: none"> organising paragraphs around a theme In non-narratives, use simple organisational devices (for example headings and sub-headings) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in the sentence. 	<p>Intended Knowledge – Composition Can plan their writing:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Can draft and write:</p> <ul style="list-style-type: none"> organising paragraphs around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proofread for spelling and punctuation errors 	
	<p>Writing Outcomes</p> <p>Setting description</p> 	<p>Writing Outcomes</p> <p>Instructions</p> 	<p>Writing Outcomes</p> <p>Descriptions</p> 	
	<p>Key Vocabulary: emerged, empathy, despair, hope, emptiness, sorrow, environment, wasteland</p>	<p>Key Vocabulary: academy, gloomy, adventure, different, cackle, potion, turret, dismal.</p>	<p>Key Vocabulary: conductor, wilderness, thundered, barren, receive, pranced, landscape, desire</p>	

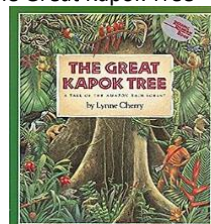
<p>RWP, Bedtime stories: a dragon adventure – 4 Weeks</p> 	<p>Where Zebras Go – 2 weeks</p> 	<p>Arthur and the Golden Rope (5 weeks)</p> 
<p><u>Most Useful Grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can indicate possession by using possessive apostrophes with plural nouns. Can use and punctuate direct speech Can use fronted adverbials</p>	<p><u>Most Useful Grammar</u> •Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>	<p><u>Most Useful Grammar</u> Can indicate possession by using possessive apostrophes with plural nouns. Can use and punctuate direct speech Can use fronted adverbials</p>
<p><u>Intended Knowledge – Composition</u> Can plan their writing: · discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · discussing and recording ideas Can draft and write: ● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ● organising paragraphs around a theme ● Can create, in narratives, settings, characters and plot Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><u>Intended Knowledge – Composition</u> Can plan their writing: · discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · discussing and recording ideas Can draft and write: ● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ● Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><u>Intended Knowledge – Composition</u> Can plan their writing: · discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · discussing and recording ideas Can draft and write: ● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ● organising paragraphs around a theme ● Can create, in narratives, settings, characters and plot Evaluate and edit by: · proofread for spelling and punctuation errors · Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in the sentence.</p>
<p><u>Writing Outcomes</u> Bedtime story (narrative)</p> 	<p><u>Writing Outcomes</u> Poems (riddles/kenning)</p> 	<p><u>Writing Outcomes</u> Narrative - part of an adventure Letter</p>  
<p><u>Key Vocabulary:</u> intonation, tone, forbidden, frustrated, nestled, galloped, peered, glide</p>	<p><u>Key Vocabulary:</u> Stanza, verse, narrative, imagery, meek, loom, hollow, wallow</p>	<p><u>Key Vocabulary:</u> Townsfolk, defeated, descend, solemn, quiver, peril, triumph, justice</p>

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The big book of beasts - 4 weeks



The Great Kapok Tree - 4 weeks



RWP - The villainous Speech- 4 weeks



Most Useful Grammar

Can extend the range of sentences with more than one clause by using: when, if, because, although.

Can indicate possession by using the possessive apostrophe with plural nouns

Most Useful Grammar

Can use and punctuate direct speech

Can use adverbs and prepositions to express time and cause
Can choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition

Most Useful Grammar

Using fronted adverbials

Using commas after fronted adverbials

Intended Knowledge – Composition

Can plan their writing:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Can draft and write:

- organising paragraphs around a theme
- in non-narrative material, use simple organisational devices

Evaluate and edit by:

- proofread for spelling and punctuation errors
- Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in the sentence.

Intended Knowledge – Composition

Can plan their writing:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Can draft and write:

- organising paragraphs around a theme
- In non-narratives, use simple organisational devices (for example headings and sub-headings)

Evaluate and edit by assessing the effectiveness of their own and others' writing.

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proofread for spelling and punctuation errors

Intended Knowledge – Composition

Can plan their writing:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure

Evaluate and edit by assessing the effectiveness of their own and others' writing.

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proofread for spelling and punctuation errors
- read aloud their own writing, to a group or whole class, using appropriate intonation and controlling tone and volume

Writing Outcomes

Explanation text



Writing Outcomes

Letter



Writing Outcomes

Villain speech (Script)

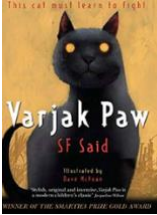







Key Vocabulary: deadly, cunning, beastly, energetic, habitat, carnivore, herbivore, scurry

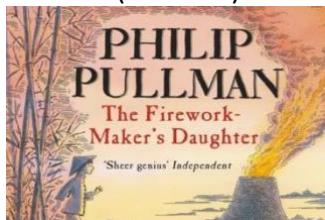
Key Vocabulary: withered, smoldering, plodding, wondrous, murmured, fragrant, amidst, hesitation

Key Vocabulary: tragedy, dawn, fate, stability, foiled, mourning, society, devastation

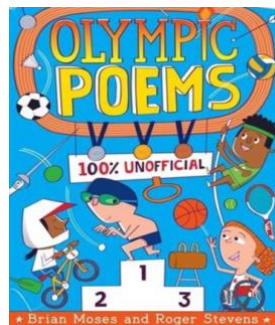
Year 4 Writing Long Term Overview

Au tu m n	RR – Varjak Paw- 8 weeks (3 weeks) 	RWP – Motivational and Inspirational Speeches – 4 Weeks (2 weeks) 	RR- The Big Book of UK 
	<u>Most Useful Grammar</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using and punctuating direct speech	<u>Most Useful Grammar</u> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause Start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt	<u>Most Useful Grammar</u> Using the present perfect form of verbs in contrast to the past tense. Indicating possession by using the possessive apostrophe with plural nouns.
	<u>Intended Knowledge – Composition</u> Can plan their writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. <i>Can draft and write non-narrative material, use simple organisational devices</i> <i>Organise paragraphs around a theme</i>	<u>Intended Knowledge – Composition</u> Plan their writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. Can write for a range of purposes. Draft and write composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary. Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements. Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.	<u>Intended Knowledge – Composition</u> Plan their writing Discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar Draft and write <ul style="list-style-type: none"> - Organise paragraphs around a theme In non-narrative material, use simple organisational devices such as headings and subheadings Evaluate and edit <ul style="list-style-type: none"> - Assess the effectiveness of their own and others’ writing and suggesting improvements - Proof reading for spelling and punctuation errors Can write for a range of purposes
	<u>Writing Outcomes</u> Writing to inform- Newspaper 	<u>Writing Outcomes</u> Writing to Persuade- Inspirational Speech. 	<u>Writing Outcomes</u> Writing Recount – Advertising Leaflet 
<u>Key Vocabulary:</u> uncoiled, ferocious, potent, gleaming, jostled, merged, loomed, sleek	<u>Key Vocabulary</u> Motivate, Powerful, Confident, Positive, Negative, United, Repetition, Determined	<u>Key Vocabulary</u>	

RR – The Firework Maker’s Daughter - 5 weeks
(2 weeks)



RR – Narrative Poetry– 2 Weeks
(1 week)



RWP – Nature Documentary – 4 Weeks
(2 weeks)



Most Useful Grammar

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
Using fronted adverbials.
Using commas after fronted adverbials.
Indicating possession by using the possessive apostrophe with plural nouns.

Most Useful Grammar

Using conjunctions, adverbs and prepositions to express time and cause.
Using fronted adverbials.
Using commas after fronted adverbials.

Most Useful Grammar

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
Using fronted adverbials.
Using commas after fronted adverbials.

Intended Knowledge – Composition

Can plan their writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.
Can draft and write non-narrative material, use simple organisational devices
Organise paragraphs around a theme

Intended Knowledge– Composition

Plan writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary.
Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements.
Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.
Can write for a range of purposes.

Intended Knowledge – Composition

Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing Outcomes

Writing to inform- Biographical text



Writing Outcomes

Writing to entertain– poetry



Writing Outcomes

Writing to inform- Play Script – Nature Documentary



Key Vocabulary Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice, Persistence

Key Vocabulary

Key Vocabulary Evolution, Adapt, Narrate, Natural, Survive, Predator, Environment, Prey

RR – Marcy and the Riddle of the Sphinx – 5 Weeks (2 weeks)



RR – – 4 Weeks (2 weeks)



RR – Letter Writing – 3 Weeks (1 1/2 weeks)



Most Useful Grammar

Using fronted adverbials.
Using commas after fronted adverbials
Using and punctuating direct speech
Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Most Useful Grammar

Using conjunctions, adverbs and prepositions to express time and cause
Using the present perfect form of verbs in contrast to the past tense.
Start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt

Most Useful Grammar

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
Using the present perfect form of verbs in contrast to the past tense.
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Intended Knowledge – Composition

Plan writing by Discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar
Draft and write by organising paragraphs around a theme
In narratives, creating settings, characters and plot
Evaluate and edit by Assessing the effectiveness of their own and others' writing and suggesting improvements
Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Proofread for spelling and punctuation errors

Intended Knowledge – Composition

Plan their writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.
Can write for a range of purposes.
Draft and write composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary.
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.

Intended Knowledge – Composition

Plan their writing
Discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar
Draft and write
- Organise paragraphs around a theme
In non-narrative material, use simple organisational devices such as headings and subheadings
Evaluate and edit
- Assess the effectiveness of their own and others' writing and suggesting improvements
- Proof reading for spelling and punctuation errors
Can write for a range of purposes

Writing Outcomes

Writing to entertain- Narrative – Story linked to Sphinx



Writing Outcomes

Writing to inform- diary.



Writing Outcomes

Letter


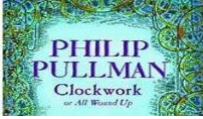





Key Vocabulary wondrous, swooped, possesses, horizon, plunge, intrigued, trembled, descended,

Key Vocabulary: refugee, belonging, seclusion, asylum, transpired, coward, restriction, ashamed

Key Vocabulary Truth, Mistake, Honesty, Innocent, Misunderstood, Scared, Angry, Punished

Year 5 Writing Long Term Overview

A n n u a l	The Giants Necklace – 6 weeks 	Clockwork – 6 weeks 
	<u>Most Useful Grammar</u> Use relative clauses beginning with who, which, where, when, whose, that. Can use brackets, dashes or commas to indicate parenthesis Can use modal verbs or adverbs to indicate degrees of possibility Using expanded noun phrases to convey complicated information concisely.	<u>Most Useful Grammar</u> Use commas to clarify meaning or avoid ambiguity in writing Use semi-colons, colons or dashes to mark independent clauses Use passive verbs Recognise vocabulary and structures that are appropriate for formal writing, including subjunctive forms
	<u>Intended Knowledge – Composition</u> Plan writing by: noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: describing settings, characters and atmosphere. using a wide range of devices to build cohesion across paragraphs precisising longer passages using further organisational and presentation devices to structure the text Evaluate and edit by: assessing the effectiveness of their own and others' writing	<u>Intended Knowledge – Composition</u> Plan writing by: identifying the audience and purpose of their writing, using other similar writing as models for their own noting and develop initial ideas, drawing on reading and research where necessary Draft and write by: describe setting, characters and atmosphere and integrating dialogue to advance action using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] select appropriate vocabulary to enhance meaning Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
	<u>Writing Outcomes</u> Sustained writing – Newspaper, Diary. 	<u>Writing Outcomes</u> Sustained Writing – Narrative, Biography  
<u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial	<u>Key Vocabulary:</u> Gothic, oscillating, Bavarian, apprentice, tavern, coward, pessimist, optimist	

RWP – Creating a Greek Myth – 5 weeks



Curiosity – The Story of a Mars Rover – 6 weeks



Most Useful Grammar

Can use relative clauses with a relative pronoun.
Can use semicolons, colons, dashes to mark boundaries between independent clauses

Most Useful Grammar

Use the perfect form of verbs
Use colons to introduce a list
Punctuate bullet points consistently
Use expanded noun phrases to convey information concisely

Intended Knowledge – Composition

Plan writing by:
identifying the audience and purpose of their writing, using other similar writing as models for their own
in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:
Describing settings, characters and atmosphere and integrating dialogue to convey character and advance action
Selecting appropriate grammar and vocabulary.
Using a wide range of cohesive devices within and across paragraphs

Evaluate and edit by:
Ensuring consistent and correct use of tense throughout a piece of writing.
Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Proofread for spelling and punctuation errors

Intended Knowledge – Composition

Plan writing by:
noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:
describe setting, characters and atmosphere and integrating dialogue to advance action using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
select appropriate vocabulary to enhance meaning
Using a wide range of cohesive devices within and across paragraphs

Evaluate and edit by:
assessing the effectiveness of their own and others' writing
Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Proofread for spelling and punctuation errors

Writing Outcomes

Sustained Writing – Narrative (Myth)



Writing Outcomes

Sustained Writing – Narrative
Non chronological report



Key Vocabulary: Journey, moral, deity, goddess, god, myth, odyssey, betrayal

Key Vocabulary: Isolation, quest, rover, exploration, perspective, conspiracy, journey, astronaut

Year 6 Writing Long Term Overview

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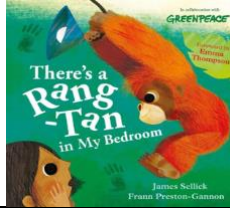
Kensukes Kingdom – 8 weeks



‘This is the place’ Poetry – 2 Weeks



There's a rang tan in my bedroom – 3 Weeks



Most Useful Grammar

- Can use relative clauses with a relative pronoun.
- Can use the perfect form of verbs.
- Use expanded noun phrases to convey information concisely.
- Commas to avoid ambiguity.
- Hyphens to avoid ambiguity.
- Brackets, dashes or commas to indicate parenthesis.
- Semi-colons, colons or dashes to mark independent clauses.
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form
- Use semi colons, colons and dashes to mark boundaries between independent clauses.

Intended Knowledge – Composition

- Can plan their writing:
 - identifying the audience and purpose of their writing, selecting the appropriate form and using similar models.
 - Noting and developing initial ideas, drawing on reading where necessary
- Can draft and write:
 - Describing settings, characters and atmosphere.
 - Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.
 - Using a wide range of cohesive devices within and across paragraphs.
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 - Precise longer passages
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
 - Ensure consistent and correct use of tense throughout a piece of writing
 - Evaluate, distinguishing between the language of speech and writing and choosing the appropriate register.
 - Proof read for spelling and punctuation errors

Writing Outcomes

Report – Balanced Argument.

Key vocabulary:

Spring

The Three Brothers – 3 weeks



Thornhill – 8 weeks



Biography writing – 1 Week



Most Useful Grammar

Use passive verbs to affect the presentation of information
 Use the perfect form of verbs to mark relationships of time and cause.
 Use expanded noun phrases to convey information concisely.
 Use modal verbs or adverbs to indicate degrees of possibility
 Use relative clauses with a relative pronoun.
 Use commas, brackets, dashes to indicate parentheses.
 Use semi colons, colons and dashes to mark boundaries between independent clauses.
 Use colons to introduce a list.
 Commas to avoid ambiguity.
 Hyphens to avoid ambiguity.
 Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form

Most Useful Grammar

Can use relative clauses with a relative pronoun.
 Can use the perfect form of verbs.
 Use expanded noun phrases to convey information concisely.
 Commas to avoid ambiguity.
 Hyphens to avoid ambiguity.
 Brackets, dashes or commas to indicate parenthesis.
 Semi-colons, colons or dashes to mark independent clauses.
 Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form
 Use semi colons, colons and dashes to mark boundaries between independent clauses.

Writing Outcomes

Biography.

Intended Knowledge – Composition

Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
 In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 Describe settings, characters and atmosphere and integrating dialogue to convey character and advance action.

Evaluate and edit by assessing the effectiveness of their own and others' writing.
 Ensure consistent and correct use of tense throughout a piece of writing
 Evaluate, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
 Proof read for spelling and punctuation errors
 Precise longer passages

Intended Knowledge – Composition

Can plan their writing:
 identifying the audience and purpose of their writing, selecting the appropriate form and using similar models.
 Noting and developing initial ideas, drawing on reading where necessary
 Can draft and write:
 Describing settings, characters and atmosphere.
 Selecting appropriate grammar and vocabulary.
 Using a wide range of cohesive devices.
 Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Evaluate and edit by assessing the effectiveness of their own and others' writing.
 Ensure consistent and correct use of tense throughout a piece of writing
 Evaluate, distinguishing between the language of speech and writing and choosing the appropriate register.
 Proof read for spelling and punctuation errors
 Precise longer passages

Writing Outcomes

Narrative – Short Story

Writing Outcomes

Diary, Newspaper

Key vocabulary: Quarrel, Skeletal, Treacherous, Arrogance, Interjected, Boastful, Devoid, menacing

Key vocabulary:

Sum
mer

Read, Write, Perform
Read Write Perform
Leavers speech



5 - Weeks

Most Useful Grammar

Use passive verbs to affect the presentation of information
Use the perfect form of verbs to mark relationships of time and cause.
Use expanded noun phrases to convey information concisely.
Use modal verbs or adverbs to indicate degrees of possibility
Use relative clauses
Use commas, brackets, dashes to indicate parentheses.
Use semi colons, colons and dashes to mark boundaries between independent clauses.
Use colons to introduce a list
Use metaphors and similes to create personification

Intended Knowledge – Composition

Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.

In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Describe settings, characters and atmosphere and integrating dialogue to convey character and advance action.

Evaluate and edit by assessing the effectiveness of their own and others' writing.

Ensure consistent and correct use of tense throughout a piece of writing

Evaluate, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proof read for spelling and punctuation errors

Precise longer passages

Writing Outcomes

Key vocabulary: